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| **Language and Level** | Spanish – Grade 8 | | | Targeted Performance Level | | | Int. Low | | **Pacing** | | | 6 weeks | |
| **Theme and Topic** | Destination Galapagos | | | | | | | | | | | | |
| **Stage 1: Identify Desired Results** | | | | | | | | | | | | | |
| **Enduring Understanding(s)** | Every place is unique. | | | | | | | | | | | | |
| **Essential Question(s)** | What is an ideal vacation? | | | | | | | | | | | | |
| **Brief Summary of Unit**  *What should students know and be able to do by the end of the unit? Be sure to address the national standards.* | Students will take a virtual trip to the Galapagos Islands as they consider a variety of vacation experiences and decide what makes for a great vacation destination. They will begin by completing a survey to determine their ideal vacation in terms of locations, weather and activities. Working in small groups they will use that data to comment on past vacations and compare their habits to those of the target culture. They will pick an ideal vacation destination where the target language is spoken and will comment on where they went and what they did there. They will also work in small groups to give an overview of a vacation they took to the Galapagos and will attempt to convince others that their experience was the best one. Finally, they will consider the benefits of ecotourism for destinations like the Galapagos.   1. Comment on the their vacation preferences and compare their preferences to others in the class 2. Compare vacation habits to target culture 3. Exchange details about past vacations – real and imagined 4. State why ecotourism is important | | | | | | | | | | | | |
| **Cultures**  **Examples**  *For each example, indicate the relationship between the product, practice, and perspective and the role and importance of the product, practice and perspective within the culture.* | **Cultural Topics Embedded in Authentic Text** | | | | | | | | | | | | |
| **Products and Perspectives**   * travel brochures, videos, etc * weather forecasts for Gallapagos   **Practices and Perspectives**   * infographics on vacation trends in target culture * attitudes toward ecotourism | | | | | | | | | | | | |
| **Connections**  **Examples** | **Other Disciplines/Distinctive Viewpoints** | | | | | | | **Technology Integration** | | | | | |
| Social Studies – Location of the Galapagos  Science – Darwin ????  Language Arts – find evidence in text | | | | | | | digital presentation on possible trip to Galapagos | | | | | |
| **Comparisons**  **Examples** | **Culture** | | | | | | | **Language** | | | | | |
|  | | | | | | |  | | | | | |
| **Communities**  **Examples** | **Beyond the Classroom** | | | | | | | **Lifelong Learning** | | | | | |
| Connect with and support conservation efforts in the Galapagos | | | | | | | Set and monitor personal learning goals | | | | | |
| **Connections to Other Standards** |  | | | | | | | | | | | | |
| **Toolbox: What key knowledge and skills do you expect your students to acquire as a result of this unit?** | | | | | | | | | | | | | |
| Language Functions | | | | | Related Structures / Patterns | | | | | | Vocabulary | | |
| name vacation destinations and say what I can do there | | | | | I can, I can’t | | | | | | vacation destinations – beach, city, mountains, etc  city places  ecotourism and reasons  modes of transportation  weather expressions | | |
| give reasons for going/not going to a particular place | | | | | I want, don’t want  because | | | | | |
| ask and answer questions to discuss past vacations | | | | | interrogatives,  preterite – focus 1st and 2nd, high frequency  affirmative, negative | | | | | |
| state how I traveled from one location to another | | | | | by (train, car, etc.) | | | | | |
| comment on the weather while on vacation | | | | | imperfect, It was hot, cold, etc. | | | | | |
| compare and contrast vacation habits with those in the target culture | | | | | comparative – more than, less than | | | | | |
| name and comment on features unique to the Galapagos | | | | | There is, there are, there isn’t, aren’t | | | | | |
| ask and answer questions about what I did on vacation in the Galápago | | | | | interrogatives  affirmative, negative | | | | | |
| explain why ecotourism is important | | | | | Ecotourism is important because…  it’s local  it supports conservation  it is sustainable  it is an adventure in nature  it protects biodiversity | | | | | |
| **Stage 2: Determine Acceptable Evidence**  **What evidence will show the students understand?** | | | | | | | | | | | | | |
| **Performance**  **Assessment**  *Do these tasks allow students to demonstrate how well they have met the goals of the unit? The performance assessment tasks are designed to be integrated throughout the instructional unit. The interpretive tasks are designed to inform the content of the presentational and interpersonal tasks.* | **Interpretive Tasks**  (This template encourages multiple interpretive tasks.) | | | | | | | | | | | | |
| Read tourist brochures and demonstrate comprehension by selecting key details for planning vacations. | | | | | Listen as images of the Galapagos are described and select the appropriate image. | | | |  | | | |
| **Presentational Task**  Using Spanish tourism sites, students will work in small groups to explore different types of tours to the Galápagos Islands. Each group will take the perspective of having traveled on the tour and will create an infomercial to entice others to take their tour. The presentation will clearly focus on the advantages and wlll include specific information on all of the travel required. | | | | | | | **Interpersonal Task**  Students will have a conversation where they discuss different trips that they have taken comparing those trips to the imagined class trip to the Galapagos. They will ask and answer questions until they determine what they liked best and least. | | | | | |
| **What other evidence needs to be collected in light of Stage 1 Desired Results?** | | | | | | | | | | | | | |
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| **Stage 3: Plan Learning Experiences**  What sequence of teaching and learning experiences will equip students to engage with,  develop, and demonstrate the desired understandings? | | | | | | | | | | | | | |
| **Key Learning Activities** | | | | | | | | | | | | | |
| **Mode of Communication** | | **Learning Activity** | | | | | | | | | | | **Goal Addressed** |
| Interpretive  Presentational | | Create a polleverywhere survey to determine class preferences. Students work in groups to design the questions based on the type of information in target language infographics. | | | | | | | | | | | 1 |
| Presentational  Interpersonal | | Create an infographic/visual presentation of images from a previous personal trip real or imagined. In pairs and small groups share details about where you went and what you did. | | | | | | | | | | | 3 |
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| **Resources** | | | | | | | | | | | | | |
| <https://www.pinterest.com/lterrillindy/galápagos/>  http://www.diariodelviajero.com/america/islas-galapagos-mapa-con-la-fauna-de-las-islas | | | | | | | | | | | | | |
| **Pacing Guide** | | | | | | | | | | | | | |
| Week 1 | | |  | | | | | | | | | | |
| Week 2 | | |  | | | | | | | | | | |
| Week 3 | | |  | | | | | | | | | | |
| Week 4 | | |  | | | | | | | | | | |
| Week 5 | | |  | | | | | | | | | | |
| Week 6 | | |  | | | | | | | | | | |
| Week 7 | | |  | | | | | | | | | | |
| Week 8 | | |  | | | | | | | | | | |
| Week 9 | | |  | | | | | | | | | | |